R E P O R T R E S U M E S

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GUIDE FOR COURSE OF STUDY FOR WAITER, WAITRESS, INFORMAL, WAITER, WAITRESS, COUNTER ATTENDANT, FOOD SERVICE WORKER.

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MATERIAL IN THIS GUIDE IS FOR TEACHER USE IN TRAINING PROGRAMS FOR FOOD SERVICE WORKERS. IT WAS ORGANIZED AND WRITTEN BY A CURRICULUM DEVELOPMENT SPECIALIST FOR MANPOWER DEVELOPMENT TRAINING (MDT) ASSISTED BY INSTRUCTORS IN THE FIELD. THE GENERAL OBJECTIVE IS TO DEVELOP ABILITIES, UNDERSTANDINGS, ATTITUDES, AND INTERESTS NEEDED FOR ENTRY LEVEL EMPLOYMENT AND ADVANCEMENT. MAJOR CONTENT AREAS ARE -- (1) ORIENTATION AND SAFETY, (2) SANITATION, HEALTH, AND HYGIENE, (3) TYPES OF FOOD SERVICE, (4) FOODS AND NUTRITION, AND (5) RELATED INSTRUCTION. UNITS IN EACH AREA ARE KEYED TO LECTURE, DISCUSSION, DEMONSTRATION, PRACTICAL APPLICATION, AND TEST METHODS OF INSTRUCTION. THE GUIDE IS PRIMARILY FOR USE IN THE MDT CLASSES AND STUDENTS SHOULD MEET MDT REGULATIONS. OF THE 560 HOURS SUGGESTED FOR THE COURSE, 140 HOURS ARE DEVOTED TO BASIC AND/OR REMEDIAL EDUCATION. THE TEACHER SHOULD HAVE OCCUPATIONAL COMPETENCY WITH TEACHER TRAINING. SUGGESTED REFERENCES INCLUDING BOOKS, PERIODICALS, AGENCIES, FILMSTRIPS, PAMPHLETS, AND A GLOSSARY ARE INCLUDED. THIS DOCUMENT IS ALSO AVAILABLE IN SINGLE COPY ONLY FOR $1.00 FROM VOCATIONAL CURRICULUM LABORATORY, BOX 1114, MURFREESBORO, TENNESSEE 37130. (MS)

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Guide for Course of Study

for

Waiter, Waitress, Informal

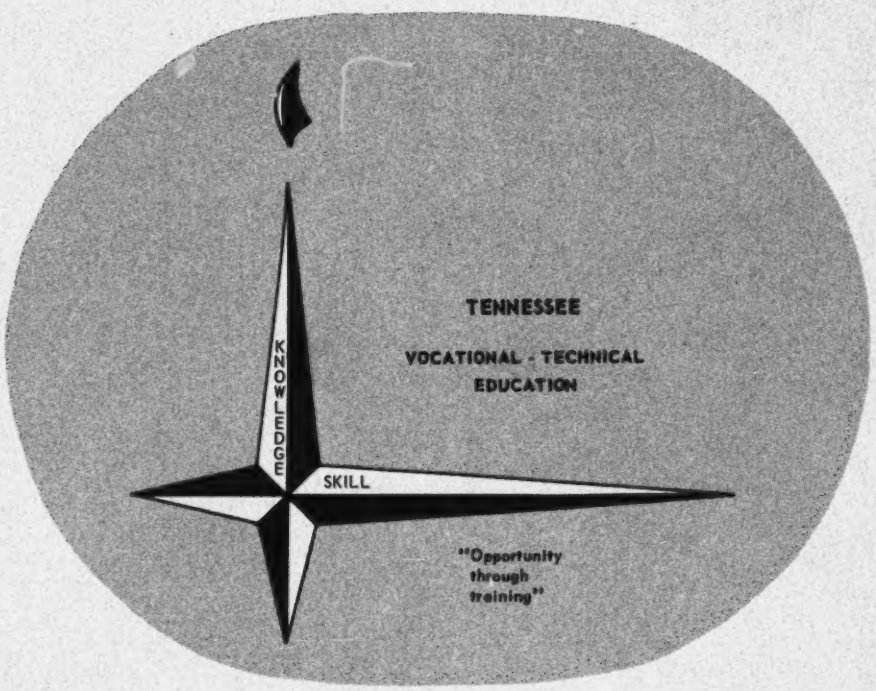
D. O. T. 311.878

Waiter, Waitress, Counter Attendant

D. O. T. 311.878

Food Service Worker

D. O. T. 355.878



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GUIDE FOR COURSE OF STUDY

FOR

WAITER, WAITRESS, INFORMAL

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WAITER, WAITRESS, COUNTER ATTENDANT

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FOOD SERVICE WORKER

D.O.T. 355.878

Developed for Use in Vocational and Technical Training
Programs by The Manpower Development and Training Section
Division of Vocational Technical Education
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PREFACE

This outline is planned as a guide for instruction of trainees enrolled in programs for training food service workers on the entry level. Such training provides many job opportunities for project enrollees.

Decreased availability of household workers has brought a big increase in the numbers of families eating away from home. With approximately a half million food service establishments operating in our country today, it is obvious that food service personnel are in considerable demand.

The working environment in most restaurants is excellent for they must be both clean and attractive to encourage public patronage. However, working conditions vary with the type of establishment and according to management, foods served, and the class of patrons.

For the ambitious food service worker a word should be said in regard to opportunities for advancement. Waitresses may be promoted to hostess, cashier, assistant dining room manager, or manager. Waiters may advance to such positions as captain of the waiters, head waiter, or even catering manager in some cases. Increase in position brings greater responsibilities, and usually increased wages.

In addition to cafeterias and restaurants other opportunities for employment of the food service worker include drug stores (fountain service), social clubs, business and fraternal clubs, and catering services for trains and airlines. Employment opportunities are greater for the trained food

service worker who has some skills to offer. Entry level training may permit selected workers to participate in OJT (on-the-job training) programs in hospitals where further training prepares them for hospital aides, diet kitchen food aide, and similar positions requiring more specialized training.

Certain personal qualifications prove advantageous to the food service worker. Patience, ability to get along with others, and willingness to accept responsibility prove to be invaluable assets. In addition a strong body enables the trainee to do the required carrying, lifting, and other tasks requiring physical strength.

Since each trainee group will vary in background and other respects the instructor should choose from the outline those units of work needing the most emphasis. Though written in a sequence thought to be both desirable and practical this does not mean it should be followed exactly for the individual situation and requirements will determine the need in each case. This material is intended as a usable but flexible guide for instructors of Food Service projects.

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ACKNOWLEDGEMENTS

This outline for training Food Service and Waiter-Waitress personnel was organized and written by Mrs. Frances S. McDonough, Supervisor, Curriculum Development for Tennessee Manpower Development Training. Considerable material was contributed by MDT Food Service instructors, Miss Jo Ann Stephenson, Nashville Occupational Training Center, and by Mrs. Leota Lane, Chattanooga Occupational Training Center. Review of the completed outline was by the same instructors, and Mr. Henry A. Kennon, Director, MDT in Tennessee; Miss Mabel Yates, Head State Supervisor of Home Economics; and Miss Eloise Matthews, Head State Supervisor of Health Occupations, Tennessee Department of Vocational-Technical Education.

Sincere appreciation is expressed to all of those mentioned for the fine spirit of cooperation exhibited in preparing and reviewing this course outline. It is hoped that this material will prove a usable but flexible quide for the instruction of Waiter-Waitress and Food Service programs.

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GENERAL OBJECTIVES

To develop abilities required for entry level employment in the food service occupation

To develop understanding of safety rules and practices and the need for following them

To develop attitudes required for job entry and advancement

To develop interest in performing the job responsibly and efficiently

SPECIFIC OBJECTIVES

To develop

-understanding of the social and economic advantages which accrue from steady employment

-understanding of the rules and regulations of the project

-understanding of the hazards in food service

-knowledge of first aid, its practices, and procedures

-understanding of health practices and their application to health

-understanding of the importance of sanitation and the state and local laws governing sanitation

-ability to practice good sanitation procedures

-understanding of cafeteria service and the problems involved

-ability to set up the cafeteria food service line sequentially and attractively

-ability to follow proper procedure in carrying filled trays and in seating customers at appropriate tables

-ability to practice the basic procedures of table service

-knowledge of service utensils and their use in table setting

-ability to set tables correctly according to the basic standards by which table settings are judged

-ability to fill responsibly the duties of a headwaiter or hostess

-understanding of different types of specialized food service

-ability to carve as required for entry employment in food service

-understanding of the basic fundamentals of nutrition

-ability to plan menus which fulfill nutritional requirements

-ability to prepare foods properly for cooking

-ability to arrange foods for salads, sandwiches, and display

-understanding of the requirements and importance of special diets

-understanding and knowledge of important material related to the food service occupation

-understanding of the fact that food service is a respected trade

-ability to do simple mathematical computations needed by the food service workers

COURSE OUTLINE

SECTION I.

INTRODUCTION

Of great importance to the trainees is a complete understanding of what is expected of them. To provide for this the instructor would be wise to discuss with them the total program, the objectives, and the rules and regulations of the training facility. In addition, some orientation should be undertaken in regard to available equipment and supplies, (location, care, and maintenance).

The always important topic, "Safety", also should be considered in depth in the introductory phase of training. Daily emphasis should be placed on safety practices involved in eating establishments in an effort to avoid accidents of any kind but particularly those of a serious nature. Too much importance cannot be placed on this aspect of training for the protection of the trainee as well as the instructor.

TOTAL HOURS 560*

SUGGESTED HOURS	METHOD OF INSTRUCTION	
		Unit 1. Orientation Objectives: To develop understanding of the total program To develop understanding of the rules and regulations of the project To develop an understanding of that which the trainee may expect from the program
5	L,D P	I. An overview of the total program

*Of this time 140 hours is devoted to Basic/Remedial Education

Key: L - Lecture D -Discussion De-Demonstration P - Practical Application T - Test

SUGGESTED HOURS	METHODS OF INSTRUCTION	
		A. Course objectives B. Course procedures 1. Rules and regulations a. Opening hours b. Closing hours c. Good housekeeping d. Conduct e. Notebooks f. Attendance g. Training allowance forms h. Daily activity record i. Breaks j. Smoking k. Uniforms l. Health card m. No tips allowed in class 2. Units of work to be covered 3. Projects 4. Field trips 5. Guest speakers 6. Personal data sheet a. Phone b. Address c. Name d. Social Security e. Experience f. Schooling
5	L,D DE,P	II. Available equipment and supplies A. Equipment 1. Listing a. Coffee urn b. Toaster c. Tea d. Water e. Milk dispenser f. Juice dispenser g. Whipped cream maker 2. Cleaning and care of equipment B. Supplies 1. Listing a. Trays b. Table set-ups

SUGGESTED HOURS	METHODS OF INSTRUCTION	
		c. Food supplies d. Cleaning supplies 2. Care of supplies

SUGGESTED HOURS	METHODS OF INSTRUCTION	
		Unit 2. Safety
		Objectives:
		To develop understanding of hazards in food service
		To develop knowledge of first aid , its practices, and procedures
15	L,D DE,P T	I. An introduction to first aid
		II. First aid
		A. First aid kit
		1. Location
		2. Contents
		a. Bandages
		b. Antiseptic
		c. Burn ointment
		B. Common emergency treatment
		1. Cuts
		a. Pressure bandages
		b. Tourniquet
		2. Burns (treatment of)
		a. Hot or cold water treatment
		b. Soda
		c. Fats
		3. Fainting
		4. Shock
		5. Other emergencies
		a. Customer heart attach
		b. Vomiting
	L,D DE,P T	III. Safety in the restuarant
		A. Clothing
		1. Laws governing clothing
		2. Local restaurant requirements
		B. Housekeeping
		C. Loading and carrying of trays
		D. Traffic routing
		E. General waiter-waitress hazards
		1. Too rapid movements
		2. Horseplay
		3. Loud noises
		F. Equipment and safety

SECTION II.

SANITATION, HEALTH, AND HYGIENE

The health of the trainees has a direct effect on the effectiveness with which they handle their work. To enable them to understand and practice the health rules and habits of their occupation considerable emphasis should be placed on this subject matter.

Though often not understood, health, personal care, and good nutrition are closely related. Trainees need a complete understanding of the effects of nutrition on general health, and of the health factors of special importance in food service establishments.

SUGGESTED HOURS	METHOD OF INSTRUCTION	
		Unit 1. Health and Hygiene
		Objectives:
		To develop understanding of health practices and their application to health
		To develop understanding of the importance of sanitation
10	L,D DE	I. Health of trainees A. Importance of good health B. Important health practices 1. Rest 2. Exercise 3. Posture 4. Recreation C. Personal hygiene 1. Body cleanliness 2. Habits 3. Effect on job

SUGGESTED HOURS	METHODS OF INSTRUCTION	
		D. Health certificate
		1. Importance
		2. Where and how acquired
		II. Health factors
		A. Diseases
		B. Parasitic infections
		C. Carriers of disease
		D. Prevention of disease
		E. Bacteria
		1. Contamination of food
		2. Conditions for growth
10	L,D DE P,T	III. Health and personal care
		A. Good grooming
		1. Hair care
		2. Care of teeth
		3. Care of skin
		4. Care of feet
		5. Care of hands
		6. Bathing
		7. Clothing and clothing care
		8. Effect of good grooming on getting and holding a job
		B. Effect of good nutrition on the body
		1. Bones and teeth
		2. Skin
		3. Digestion
		4. Weight
		5. Other

SUGGESTED HOURS	METHODS OF INSTRUCTION	
		Unit 2. Sanitation
		Objectives:
		To develop understanding of state and local sanitation laws
		To develop ability to practice good sanitation procedures
10	L,D	I. State and local sanitation laws A. Regulations B. Importance of the various ordinances 1. Regarding food handlers 2. Regarding food handling C. Reasons for strict control over sanitation 1. Prevents food spoilage 2. Prevents food poisoning 3. Other
	L,D DE P,T	II. Safe handling of food A. Facilities needed for safe handling of food 1. For the food a. Storerooms b. Refrigerator c. Freezer 2. For trainees a. Toilet facilities b. Soap c. Hot water d. Paper towels B. Freezing of foods C. Refrigeration of foods D. Storage of foods 1. Raw 2. Cooked E. Storage of dry materials 1. Flour 2. Meal 3. Sugar 4. Other F. Disposal of garbage and other refuse

SUGGESTED HOURS	METHODS OF INSTRUCTION	
10	L,D P	III. Sanitation and good housekeeping A. Housekeeping nomenclature 1. Detergents, soaps, waxes, and other cleaning materials 2. Disinfectants 3. Sprays 4. Cleaning utensils a. Mops b. Brooms c. Sponges d. Pails e. Brushes f. Floor polishers B. Housekeeping practices 1. Storage place of utensils 2. Cleaning schedule and procedures a. Cleaning and maintenance of (1) Walls (2) Floors (3) Serving line (4) Counter tops (5) Work areas (6) Tables b. Equipment (1) Refrigerator (2) Ranges and ovens (3) Small electrical items (4) Other
3	L,D	IV. Rodent and other types of pest control A. Detection of pests B. Pest control procedures C. Safety and pest control D. Other precautions

SECTION III.

TYPES OF FOOD SERVICE

This section includes both cafeteria and table service as well as activities involved in each such as table setting and the items involved. In addition detailed training is included for the duty of head waiter and/or hostess. Training in specialties such as buffets, banquets, "French" and Russian service, carving, and fountain service is provided in this portion of the course outline. While some of these may seem somewhat removed from entry level employment it is important for the trainees to understand these and be able to participate in them, to some extent at least.

SUGGESTED HOURS	METHOD OF INSTRUCTION	
		Unit 1. Cafeteria Service Objectives: To develop understanding of cafeteria service and the problems involved To develop ability to set up the cafeteria food service line sequentially and attractively To develop ability to follow proper procedures in carrying filled trays and in seating customers at appropriate tables
18	L,D DE, P T	I. Introduction to the cafeteria A. Definition B. Characteristics 1. Self-Service 2. Individual food choice 3. Usually less expensive than restaurant 4. Wide menu choice of attractively displayed foods

SUGGESTED HOURS	METHODS OF INSTRUCTION	
		5. Individually prepared servings made up in advance
		C. Types
		1. Non-profit cafeteria
		a. School
		b. College
		2. Hospital cafeteria
		a. For patients
		b. For employees
		c. For public use (hospital related)
		3. Industrial
		4. Commercial (characterized by)
		a. Operation for profit
		b. Broader food choice
		c. More expensive than other three types
		D. Food service opportunities as related to the various types of cafeterias
		II. Nomenclature of utensils
		A. Listing
		1. Food tongs
		2. Different size ladles
		3. Different serving spoons
		a. Plain
		b. Slotted
		4. Turners and spatulas
		5. Plates
		a. Non-sectioned
		b. Sectioned
		6. Bowls
		7. Cups
		B. Uses
		III. Cafeteria equipment
		A. Listing
		1. Coffee and tea maker
		2. Milk dispenser
		3. Butter cutter
		4. Ice-cream box
		B. Operation
		C. Care and maintenance
		D. Safety precautions involved

SUGGESTED HOURS	METHODS OF INSTRUCTION	
30	L,D DE P,T	IV. Service A. Behind the food counter service 1. Cleanliness a. Of self (1) Avoid contact with hair, face and body (2) Wear hair net (3) Wear clean uniform and apron b. Of equipment c. In service of food on the plate 2. Manners a. Customer approach (1) Courtesy (2) Friendliness (3) Attention to work b. Trainee approach (1) Courtesy and friendliness (2) Teamwork 3. Rotation of duties B. Tray-carrying service 1. Customer approach a. Courtesy and friendliness b. Efficiency in duties (1) Carrying tray to table (2) Pattern of food removal from tray (3) Seating of customer c. Posture and tray carrying 2. Tray return to serving line a. Cleaning of trays b. Stacking of trays V. Service practice

SUGGESTED HOURS	METHODS OF INSTRUCTION	
		Unit 2. Table Service
		Objective:
		To develop ability to practice the basic procedures of table service
10	L,D DE P,T	I. Introduction to table service A. Definition B. Opportunities for table service workers II. Table service procedures A. Order of procedure in table service 1. Greet the customer a. With a smile b. With a glass of water c. By placing a menu before guest 2. Take the order a. Use suggestive sales talk b. Know the menu c. Be helpful d. Write the order 3. Turn order in to kitchen 4. Get proper set-ups to table quickly 5. Pick up food order from kitchen and serve promptly and pleasantly 6. Call back within one to two minutes 7. Total the check (not in presence of guest) 8. Place check face down on table 9. Check for dessert near completion of meal 10. Check beverage service during meal 11. Thank customer and invite to return B. Basic table service procedures 1. Rules for taking an order a. Stand to left of customer b. Avoid leaning over guest c. Keep guest check away from table and in the hand or on a tray d. Write legibly e. Use accepted abbreviations known to the kitchen staff f. Get all necessary information, such as

SUGGESTED HOURS	METHODS OF INSTRUCTION	
		(1) Toast--dry or buttered (2) Steak--rare, medium, or well-done (3) Eggs over easy, over light, scrambled medium, three minute boiled g. Avoid waste of time in order taking h. Take group orders in clockwise direction i. Repeat completed order to guest j. Know dessert offerings 2. Rules for serving the order a. Serve beverages from right of customer b. Serve food from the left of customer c. In a mixed group serve children and/or ladies first d. Never reach across a guest 3. Rules for table service during the meal a. Fill and remove beverages from the right b. Remove food plates from the left c. Keep beverage containers filled d. Check for needed foods (bread, butter, lemon, cream) e. Serve desserts promptly (if desired) 4. Rules for clearing table after departure of guests a. Place all items in bus pan or cart stacking largest items first b. Remove soiled linens or wash and dry table c. Replace set-ups
50	P	III. Table Service practice in project dining area

SUGGESTED HOURS	METHODS OF INSTRUCTION	Unit 3. Table Setting and Items Involved
		Objectives: To develop knowledge of service utensils and their use in table setting To develop the ability to set tables correctly for all occasions To develop understanding of the basic standards by which table settings are judged
10	L,D DE P	I. Introduction to table setting A. Importance of correct set-ups B. Aesthetic effect of set-ups on total table C. Evolution of silverware as eating utensils II. Cover items A. Flatware 1. Listing of flatware a. Forks (1) Cocktail (2) Salad (3) Dinner (4) Pickle (5) Oyster (6) Cold meat b. Knives (1) Dinner (2) Steak (3) Butter c. Spoons (1) Teaspoon (2) Iced tea spoon (3) Soup (4) Demitasse (5) Fruit (6) Dessert (7) Sugar (8) Serving d. Gravy ladle e. Pie or cake server f. Jelly server

SUGGESTED HOURS	METHODS OF INSTRUCTION	
		g. Carving set
		2. Table placement of flatware and other items
		a. Basic rules
		(1) Arrange in order of use from outside of set-up in toward plate
		(2) Allow no more than 20 to 24" for each cover
		(3) Place silver pieces parallel to each other
		(4) Place silver pieces at right angle to table edge
		(5) Place silver pieces no more than 1" from edge of table
		(6) Place all forks, except oyster fork, at left of plate
		(7) Place all knives at right of plate with cutting edge toward plate (exception: butter knife)
		(8) Place spoons to right of knife
		(9) Place oyster fork to right of spoons
		(10) Place cocktail fork on serving plate for fish cocktail
		(11) Napkin placement
		(a) To left of forks
		(b) On empty service plate
		(12) Place butter knife on butter plate, parallel to table edge
		b. Practice on cover set-ups for trainees
	T,L D,DE P	B. Glassware
		1. Types used in food service establishments
		a. Water glass
		b. Iced tea glass
		c. Juice glass
		d. Goblet
		e. Stemware for desserts (sherbert glass)
		f. Liqueur glasses
		2. Placement in relation to cover
		a. Place to right of plate
		b. Use no more than three glasses per cover
		c. Place water glass at tip of knife
		3. Basic rules
		a. Never fill more than 2/3 full

SUGGESTED HOURS	METHODS OF INSTRUCTION	
		b. Never place fingers on rim of glass c. Use ice scoop or tongs for addition of ice 4. Class practice C. China 1. Listing of pieces used a. Plates (1) Service (2) Dinner (3) Luncheon (4) Salad (5) Bread and butter (6) Dessert b. Steak platter c. Bowls (1) Cereal (2) Salad (3) Soup d. Saucedish e. Cups and saucers 2. Placement of china a. For breakfast b. For luncheon (follow rules listed for dinner) c. For dinner (1) Place salad to left of fork (2) Place bread and butter at tip of fork
	P T	(3) Place coffee cup to right of spoon (4) Remove service plate immediately prior to placement of food
		3. Trainee practice in china placement
10	P	III. Additional items required for table set-ups A. Listing 1. Sugar bowl or dispenser rack 2. Salt and pepper set 3. Ash tray B. Trainee practice in placement of these items IV. Duty rotation of trainees in day-to-day table set-ups

SUGGESTED HOURS	METHODS OF INSTRUCTION	
		Unit 4. Headwaiter or Hostess Duty
		Objective:
		To develop ability to fill responsibly the duties of a headwaiter or hostess
7	L,D DE,P	I. Importance of a hostess A. Effect on guests B. Effect on waiters and waitresses C. Effect on business of the establishment II. Responsibilities of a hostess A. General supervisory duties 1. Table and chair placement 2. Table set-ups 3. Review of menu with food service personnel 4. Responsibility for teamwork of personnel 5. Supervision of service B. Specific hostess duties 1. Cordial welcome of guests 2. Suggest care for hats and wraps 3. Proper seating of guests 4. Proper placement of menu 5. Act as intermediary for noticeable difficulties a. Among personnel b. Among personnel and guests 6. Impartial treatment of guests and personnel 7. Ushering out guests
	L,D DE P	III. The hostess image created through A. Personal appearance 1. Clothing which includes a. Basic dark dress b. Heels c. Minimum amount of jewelry d. Simple jewelry 2. Grooming a. Attractive, neat, hair-style (not extreme) b. Cleanliness of body and clothing c. Manicured nails B. Manner 1. Friendly 2. Not too familiar

SUGGESTED HOURS	METHODS OF INSTRUCTION	
		C. Personal restrictions
		1. Do not smoke
		2. Do not chew gum
		3. Do not visit with guests
8	P,T	IV. Rotation of hostess duty for trainee practice

SUGGESTED HOURS	METHODS OF INSTRUCTION	
		Unit 5. Specialized Training
		Objectives:
		To develop understanding of different types of specialized food service
		To develop ability to carve as required for entry level food service
30	L,D DE P,T	I. Specialized types of food service A. Buffet 1. Definition 2. Occasions requiring buffet service 3. Arrangement of buffet table a. V-shape b. U-shape c. L-shape d. Zigzag shape e. Hollow squares f. Oblong g. Round h. Oval i. Other (combination and/or variation of those previously listed) 4. Arrangement or order of placing foods on buffet table a. Plates, silverware, and napkins b. Cold foods (1) Salads and relishes (2) Meats c. Hot foods (1) Vegetables (2) Breads (3) Meats 5. Placement of foods other than those on buffet table a. Desserts on separate table or dessert bar b. Beverages served to guests when seated
	P	6. Buffet service practice

SUGGESTED HOURS	METHODS OF INSTRUCTION	
		B. Banquets
		1. Definition
		2. Occasions for banquets
		3. Table arrangements for banquets
		a. Table shapes
		(1) Hollow box
		(2) T-shape
		(3) U-shape
		(4) E-shape
		b. Separate speaker's table
		4. Table linens for banquets
		5. Floral and other decorations for banquets
		a. Related to cover placement
		b. Related to seating arrangements
		6. Organizational problems of food service
P		7. Practice for trainees
L,D		C. "French" Service
DE		1. Definition
		2. Types of food service establishments using "French" service
		3. Characteristics
		a. Service of food in front of guests
		b. Service of food from rolling cart (gueridon)
		c. Service of food after chosen by guest from cart display
		4. Set-up of food cart
		5. Responsibilities of food service worker
		a. Serving plates
		b. Carving meats
		6. Variations of "French" service
		D. Russian service
		1. History
		2. Definition
		3. Advantages
		a. Simple
		b. Fast
		c. Less expensive
		d. Elegant
		e. Gives quest personal attention
		f. Requires no extra space for equipment
		4. Disadvantages
		a. Requires large investment in silver equipment

SUGGESTED HOURS	METHODS OF INSTRUCTION	
		b. Provides unappetizing food display for guests served last c. Requires food service worker to make many trips from kitchen to dining room 5. Characterized by a. Same table set-up as for other services b. Food fully prepared and precut in kitchen c. Food arranged on silver platters by chef d. Waiter brings arranged platters of food and serves quests individually
L,D DE,P T		II. Carving A. Definition B. When and where performed C. Carving procedures 1. Beef roast a. Form a solid base (1) Turn roast over if necessary (2) Place beef round shank side down b. Insert fork in top side of roast (between ribs of standing rib roast) c. Carve from fat or outside of roast across grain toward inside (or ribs) d. If carving a rib roast cut around bone with tip of knife as close as possible to bone e. Lift slice of roast with knife to plate or serving platter 2. Whole ham a. Place fat or decorated side of ham up, and shank to right of carver b. Slice several thin slices from thin side of ham to form a flat base, and turn over on this flat area c. Remove a small triangular wedge from shank end d. Cut slices perpendicular to leg bone working from removed wedge to the left e. Cut under all slices at one time and remove slices to platter for serving 3. Fowl a. Holding leg with fingers slice between thigh bone joint and body and remove

SUGGESTED HOURS	METHODS OF INSTRUCTION	
		b. Separate drumstick and thigh at joint c. Hold leg, and slice meat from it on a separate serving plate d. Anchor thigh with a fork, and slice meat parallel to the bone e. If wings have not been removed prior to cooking, cut through wing joint close to breast f. Make deep horizontal slice into turkey (or fowl) breast parallel to the body g. Slice breast vertically beginning near to wing joint
5	L,D-DE,P	III. Fountain service A. Definition B. Foods dispensed through fountain service 1. Milk shakes 2. Sundaes 3. Sodas 4. Banana splits 5. Floats 6. Malteds 7. Beverages a. Coffee b. Tea c. Hot chocolate d. Hot lemonade
	P,T	C. Preparation of foods dispensed through fountain service 1. Dipping ice cream 2. Addition of toppings a. Nuts b. Syrup c. Cherries d. Whipped cream e. Fruit 3. Preparation and customer appeal 4. Variations of standard fountain foods D. Cost and portion control E. Care of food F. Care of food service items

SUGGESTED HOURS	METHODS OF INSTRUCTION	
		1. Dishes 2. Glassware 3. Silver 4. Other G. Care of food dispensing equipment

SECTION IV.

FOODS AND NUTRITION

Nutrition is defined as the sum of the processes whereby an individual takes in and utilizes food substances. To understand how food affects the body processes and the well-being of the body, trainees need knowledge of all that is involved in basic nutrition--the food nutrients, and how to combine foods through adequate selection and menu-planning to form a balanced diet.

Though the chief function of the trainees in this program is food service, some practice is included in food preparation to provide entry level skills for such occupations as hospital aide and dietary aide.

SUGGESTED HOURS	METHOD OF INSTRUCTION	
		Unit 1. Basic Nutrition
		Objective:
		To develop understanding of the basic fundamentals of nutrition
12	L,D DE P,T	I. Food elements (nutrients) A. Proteins 1. Definition 2. Function a. Build body tissue b. Renew body tissue c. Excess provides heat and energy 3. Quality variation in proteins 4. Need and requirements 5. Common sources 6. Functions performed by proteins B. Carbohydrates 1. Definition 2. Composition 3. Classes a. Sugars

SUGGESTED HOURS	METHODS OF INSTRUCTION	
		b. Starches 4. Sources 5. Functions a. Produce heat b. Produce energy 6. Needs and requirements C. Fats 1. Definition 2. Functions a. Produce heat b. Produce energy 3. Sources 4. Need and requirements D. Minerals 1. Definition 2. Function a. Regulate body processes b. Help build and repair body c. Contribute to health of bones and teeth d. Essential for the building and repair of body tissue 3. Common sources 4. Effects of mineral deficiencies 5. Needs and requirements E. Vitamins 1. Definition 2. Functions a. Essential for normal growth b. Essential for maintaining life and health c. Regulate body processes 3. Listing a. Vitamin A (1) Function (2) Sources (3) Deficiency results and diseases b. Vitamin B (1) Complexity of Vitamin B (2) Functions (3) Sources (4) Deficiency results and diseases (5) Special effects of B Vitamin intake

SUGGESTED HOURS	METHODS OF INSTRUCTION	
		c. Vitamin C (1) Functions (2) Sources (3) Deficiency results and diseases d. Vitamin D (1) Function (2) Sources (3) Deficiency results and diseases (4) Special effects of Vitamin D dosage e. Vitamin K (1) Functions (2) Sources (3) Uses
		4. Conservation of vitamins in cookery
12	L,D DE,T	II. The balanced diet A. Definition B. The basic four food groups 1. Milk and milk products 2. Meats 3. Vegetables and fruits 4. Breads and cereals
	P	C. Rules for maintaining a balanced diet 1. Include foods from each group of the Basic Four 2. Plan variety in the menu 3. Always include vitamin and bulk foods, especially vegetables and fruits, plus milk

SUGGESTED HOURS	METHODS OF INSTRUCTION	
		Unit 2. Menu Planning Objective: To develop ability to plan menus which fulfill nutritional requirements
20	L,D DE, P,T	I. Menu requirements A. Nutrition 1. Menus by the day 2. Menus by the week B. Appearance and flavor 1. Color of foods 2. Texture of foods 3. Flavor combinations 4. Shape of foods 5. Food garnishes II. Menu terminology A. Listing of menu terms 1. A la carte 2. Au gratin 3. Au jus 4. Bisque 5. Caviar 6. Demitasse 7. Entree 8. Hos d'oeuvre 9. Condiment 10. Portion 11. Canape 12. Croutons 13. Creole 14. Carte du jour 15. A la king 16. Eclairs 17. Entree 18. Filet 19. Parfait 20. Puree 21. Rissole 22. Souffle 23. Cover

SUGGESTED HOURS	METHODS OF INSTRUCTION	
		24. Underliner 25. Runner B. Where used C. Definitions (in glossary) III. Types of menus A. A la carte 1. Characteristics 2. Where used B. Table d'hote 1. Characteristics 2. Where used C. Rider (attachment to printed menu) D. Table tent (special card on table to call attention to a special or to an addition) E. Other specials
12	P,T	IV. Menu planning A. Analysis of typical menus 1. For nutritional value 2. For customer interest B. Meat substitutes (legumes, cheese, nuts, and nut products) C. Plan typical menus 1. For home use 2. For class use D. The menu and dietary problems 1. Overweight 2. Underweight 3. Foods and digestion E. Course variations for all three meals

SUGGESTED HOURS	METHODS OF INSTRUCTION	
		Unit 3. Food Preparation
		Objectives:
		To develop ability to prepare foods properly for cooking
		To develop ability to arrange foods for salads, sandwiches, and display
35	L,D DE P,T	I. Preparation of foods for cooking and table use A. Cleaning and draining 1. Vegetables a. Leafy b. Root c. Tuber 2. Meats B. Cutting of foods 1. Slicing 2. Dicing 3. Slitting C. Mixing and grinding D. Carving and slicing 1. Roast 2. Fowl 3. Meat load
		II. Food preparation A. Sandwiches 1. Ham 2. Pimento cheese 3. Tuna salad B. Salads 1. Fruit 2. Fruit and cheese 3. Tossed 4. Congealed C. Beverages 1. Coffee 2. Tea 3. Hot chocolate

SUGGESTED HOURS	METHODS OF INSTRUCTION	
		D. Desserts 1. Sundaes 2. Cake (mix and simple frosting) 3. Puddings 4. Other E. Relishes and food adjuncts 1. Stuffed celery 2. Carrot sticks 3. Radish roses

SUGGESTED HOURS	METHODS OF INSTRUCTION	
		Unit 4. Medical Food Service
		Objective:
		To develop understanding of the requirements and importance of special diets
13	L,D DE P,T	I. Standard hospital diets A. Listing 1. Regular 2. Light 3. Soft 4. Semi-soft 5. Liquid a. Surgical b. Clear c. Full B. Characteristics of each C. When used II. Modified diets A. Caloric diets 1. Listing a. High calorie diet b. Low calorie diet 2. Purpose 3. How to adjust B. Residue diets 1. Listing a. Bland diet b. High residue diet c. Low residue diet d. Ulcer diet 2. Purpose 3. How to adjust C. Diets with variation in food nutrients 1. Listing a. High protein diet b. Low protein diet c. Low purine diet d. High fat diet e. Low fat diet

SUGGESTED HOURS	METHODS OF INSTRUCTION	
		2. Purpose
		3. How to adjust
		D. Mineral and ash content diet
		1. Listing
		a. Low sodium diet
		b. Acid ash diet
		c. Alkaline ash diet
		d. High vitamin diet
		2. Purpose of each
		3. How to adjust
		E. Diabetic diet
		1. Relationship of diet to diabetes
		2. Use of diabetic diet calculator (Eli Lilly Co., Indianapolis, Indiana)
		III. Practical applications

SECTION V.

RELATED INSTRUCTION

Related instruction cannot be overemphasized as an important aspect of the occupational training which it complements. In some training centers it may be taught as a daily one-hour lesson separated from the occupational training. However, in most projects related material is taught by the occupational instructor who brings it in at times appropriate to the shop training.

Related instruction helps provide a more well-rounded trainee who is better prepared to hold an entry level job after it is acquired.

SUGGESTED HOURS	METHOD OF INSTRUCTION	
		Unit 1. Related Subjects
		Objectives:
		To develop understanding and knowledge of important material related to the food service occupation
		To develop understanding of the fact that food service is a respected trade
70	L,D, DE,P T	I. Introduction to related subjects A. Definition B. Importance of related subjects II. Introduction to the food service trade A. Definition B. Statistics of food service occupations 1. Number of people in food service in U. S. 2. Number of restaurants in U. S. C. Origin and development of food service and restaurants III. Human relations A. Public relations 1. Definition 2. Importance 3. Ways to develop public relations a. Attitudes between self and others

SUGGESTED HOURS	METHODS OF INSTRUCTION	
		b. Knowledge of trade as related to other occupations
		c. Skill in communications
		B. Employee-employer relations
		1. Definitions
		a. Employer
		b. Employee
		2. Employer expectations
		3. Employee expectations
		4. Importance of teamwork
		5. Reasons for employee failures
		a. Laziness
		b. Carelessness
		c. Disregard of rules and regulations
		d. Quarrelsome manner
		e. Absenteeism
		f. Arrogance
		g. Unreliability
		6. Employee responsibilities
		a. Conservation of supplies
		b. Care and maintenance of equipment
		c. To avoid breakage
		d. To be alert
		e. To follow rules of establishment
		f. To work without constant supervision
		g. To avoid complaints
		h. To be dependable
		i. To please the customers
		IV. Restaurant duties (side work duties)
		A. Listing
		1. Sweeping
		2. Mopping
		3. Cleaning service counter
		4. Cleaning tables and chairs
		5. Washing and filling salt and pepper sets
		6. Filling sugar containers
		7. Cutting butter and lemons
		8. Emptying trash
		9. Dusting
		10. Cleaning the dressing area

SUGGESTED HOURS	METHODS OF INSTRUCTION	
		B. Importance of side work duties
		C. Method of performing side work duties
		D. Practice in performance of side work duties
		V. Restaurant arithmetic
		A. Guest checks
		1. Listing of item and price
		2. Addition of items on check
		3. Practice in filling out guest checks
		4. Daily consecutive grouping of guest checks according to check number
		B. Cash register
		1. Procedure for operating
	P	2. Practice in operation of register
		3. Practice in making change
		VI. Personal financial problems
		A. Budgeting
		B. Banking
		1. Savings
		2. Checking account
		3. Loans
		C. Deductions
		D. Income tax
		E. Social Security
		F. Fringe benefits
		G. Retirement
		H. Other
		VII. Use of the telephone
		A. Telephone courtesy
		B. Procedure for use of telephone
		C. Practice in use of telephone
		VIII. Citizenship
		A. Definition
		B. Forms of government
		1. National
		2. State
		3. Local
		C. Costs and functions of government
		1. Education
		2. Streets and highways
		3. Law enforcement
		4. Public health and welfare
		5. Conservation

SUGGESTED HOURS	METHODS OF INSTRUCTION	
		D. Responsibilities of citizens
		1. Voting
		2. Taxes
		3. Obeying laws
		IX. The job
		A. Classification of jobs
		B. Selection of a job
		C. Responsibility of employee to employer
		D. Responsibility of employer to employee
		X. Application for employment
		A. Filling out an application blank
		1. Meaning of items
		2. Answering all questions
		B. Appearance of application blank
		1. Neatness
		2. Handwriting
		3. Impression
		XI. Interviews for employment
		A. Questions asked
		1. By employer
		2. By prospective employee
		B. Practice interviews
		1. Act out interviews
		2. Tape recorded interviews, and playback

SUGGESTED HOURS	METHODS OF INSTRUCTION	Unit 2. Basic/Remedial Education
		Objectives:
		To develop ability to do simple mathematical computations needed by the food service worker
70	L,D, DE,P T	I. Fundamental mathematical processes A. Addition B. Subtraction C. Multiplication D. Division E. Fractions F. Decimals G. Percentages H. Weights and measures I. Practice related to food service
70	L,D	II. Communications A. Oral and written expression 1. Letters 2. Reports 3. Instructions 4. Food service related written work B. Job applications

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3. "Your Figure"
4. "Your Hair"
5. "Your Hands and Feet"

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2. "Personal Relationships"

Cooking Series

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GLOSSARY

GLOSSARY

A LA CARTE--term referring to a menu with a separate price for each item

AU JUS--served in its natural juice or gravy

BACTERIA--a large group of microscopic plants having round, rod-like, spiral or filamentous single celled or noncellular bodies, often aggregated in colonies; important to man because of their chemical effects

BANQUET--an elaborate and often ceremonious meal for numerous people, often honoring a person

BEVERAGE--a liquid for drinking

BUFFET--a meal set out on a buffet or table to be eaten without formal service

CAFETERIA--a self-service restaurant or lunchroom

CALORIE--the measure of energy-producing value of a given amount of food; the amount of heat required at a pressure of one atmosphere to raise one gram of water 1° C.

CANAPE--a small piece of toast or fried bread spread with savory foods and served as an appetizer

CARBOHYDRATE--refers to sugars, starches, and cellulose most of which are formed by green plants and which are used for energy and growth or stored for future use

CARTE DU JOUR--menu of the day

CARVING--the act of cutting up and serving meat

COVER--place setting

CREOLE--prepared with tomatoes, green peppers, and onions

CREPE SUZETTE--a French pancake rolled and served with a sauce

CROUTONS--small pieces of toasted bread used as an accompaniment for soup

DEMITASSE--a small cup of coffee

DIABETIC--one afflicted with diabetes

DIGESTION--the process of making food absorbable by dissolving it and breaking it down into simpler chemical compounds through the action of enzymes secreted into the alimentary canal

DISINFECTANT--an agent that frees from infection; a chemical that destroys vegetative forms of harmful organisms but not bacterial spores as a rule

ECLAIR--French chaux paste (an oblong cream puff) filled with a cream filling and iced

EMPLOYEE--one employed by another usually for wages or salary

EMPLOYER--one who employs

ENTREE--a dish served before the roast or meat course; as commonly used in restaurants includes all main dishes

FATS--animal tissue consisting chiefly of cells filled with greasy or oily matter

FILET--a boneless loin cut of beef, veal, or pork, or a boneless strip of fish

"FRENCH" SERVICE--a type of food service where the food is served in front of the guests from a rolling cart (gueridon)

GROOMING--the process of caring for one's clothing and physical well-being

GUERIDON--a rolling cart used for food service

HEADWAITER--the head of the dining-room staff of a restaurant or hotel

HORS D' OEUVRE--savory foods served as appetizers

HOSTESS--one who receives and seats quests in a restaurant

LADLE--a deep-bowled long-handled spoon used for dipping up and conveying liquids

MINERALS--substance which is neither animal nor vegetable; of or relating to minerals

NUTRITION--sum of the processes whereby an individual takes in and utilizes food substances

PARFAIT--a frozen dessert of whipped cream, eggs cooked with syrup and flavoring

PEST--a plant or animal detrimental to man

PROTEIN--any of a large class of naturally occurring complex combinations of carbon, hydrogen, oxygen, and nitrogen plus some minerals that are essential constituents of all living cells both animal and vegetable

PUBLIC RELATIONS--the art or science of developing reciprocal understanding and goodwill between a person, firm, or institution, and the public

PUREE--a thick sieved vegetable, fruit, or soup

RESIDUE--that which remains after a part is taken, separated, removed, or designated

RIDER--attachment to a printed menu

RISSOLE--browned

RODENT--pertaining to any of small gnawing mammals having a single pair of upper incisors with a chisel-shaped edge; example, rat

RUNNER--in cafeteria work the one responsible for keeping food pans filled at the serving counter

RUSSIAN SERVICE--food service characterized by serving of food (prepared and precut in the kitchen) arranged on silver platters by the chef, and served to the guests individually

SANITATION--the promotion of hygiene and prevention of disease by maintenance of sanitary conditions

SHOCK--a state of profound depression of the vital processes associated with reduced blood volume and pressure and usually caused by severe injuries, hemorrhage, or burns

SIDE WORK--those duties of a food service worker performed in addition to actual food service

SOUFFLE--a light puffed egg mixture served as an entree; or as a dessert when sweetened

TABLE D' HOTE--food service wherein a meal is served to all guests at a stated hour and fixed price; a complete meal of several courses offered at a fixed price

TONGS--any of numerous grasping devices consisting commonly of two pieces joined at one end by a pivot or hinged like scissors

TOURNIQUET--a device, as a bandage twisted tight with a stick, to arrest bleeding

VITAMINS--any of various organic substances that are essential in minute quantities for the maintenance of life and health

END